

3) Program Effectiveness

The effectiveness of our SES services are demonstrated by the accomplishment of goals and objectives identified in the evaluation plan. These goals include the academic achievement and standardized test score improvement of each participating child. All participating children demonstrated improvement in language proficiency and academics, as measured by the Pre-LAS, LAS, Terra Nova and MEAP assessments. This data has been reported to the state, and formed the basis for ACCESS to receive continuation funding from the 21st Century Community Learning Center Program administered by the State of Michigan.

Although numeric outcomes speak for themselves as far as objectively supporting our effectiveness, perhaps the unexpected outcomes, which are more difficult to quantify, speak volumes more than any number about the success of the program.

In addition to academic achievement and improved test scores, an indicator of the success of the program is our high daily attendance rate. The majority of our students attend 3 to 4 days per week. This is a result of careful monitoring and continuous communication with the students' families and schools. In addition to high attendance rates, there is indication of improved student behavior. These indicators include fewer warnings, phone calls home, and referrals to the principal's office, as well as an increased ability to stay on task.

This program introduces participants to a well-rounded program which specifically caters to the needs of the community and the schools in a way other programs do not. There is no other program in the community that provides academic, enrichment, and character education concurrently, thereby meeting the holistic needs of the students. With the help of the evaluator, as well as the technical support available through the State 21st Century administrators and training providers, we are continually adjusting our program activities, interventions and curriculum to reflect best practices and new findings in the field of education. The technical support that is available through our school partners also empowers the program to best compliment what is being practiced at the schools.

In the two years that the program has operated, we have continually adjusted our intervention strategies to respond to the emerging needs of our students, and to be in alignment with high quality research based instruction. We do this in coordination with the school site, to ensure the curriculum we utilize is consistent with the curriculum and instructional techniques in practice at the school. For example, we utilize the High Scope curriculum for Reading, which the school supports, and recently introduced Leveled Readers, a reading program targeting the ESL student. We also utilize Everyday Math, which calls for specific methodology for math instruction. For character education, we have adopted the Stop and Think Social Skills Program.